

Grade 9 Scoring Standard for Expository Writing					January 2006
<p>Expository writing explains or informs. An expository essay will have an introduction, body, and conclusion.</p> <p>Writing Assessment Traits</p>	4 Advanced: Exceeds Standards	3 Proficient: Meets Standards	2 Basic: Below Standards	1 Below Basic: Significantly Below Standards	
	The score indicates the student’s response to a particular prompt on a particular day.				
	This essay is advanced and above grade level. It demonstrates an understanding of expository writing. The writer’s use of language contributes to the development of an engaging essay.	This essay is proficient and at grade level. It demonstrates an understanding of expository writing. The writer’s use of language contributes to the development of a clear and concise essay.	This essay is basic and below grade level. It demonstrates a basic understanding of expository writing. The writer’s use of language results in an essay that is underdeveloped and/or clearly flawed.	This essay is below basic and significantly below grade level. It demonstrates fundamental deficiencies in the writer’s understanding of expository writing. It may be written off topic, written in a language other than English, or not written in black ink.	
	4 This paper generally exhibits the characteristics listed below.	3 This paper generally exhibits the characteristics listed below.	2 This paper generally exhibits the characteristics listed below.	1 This paper generally exhibits the characteristics listed below.	
<p>Ideas</p> <p>Ideas are the focus of the essay that, with relevant supporting details, build the reader’s understanding.</p>	<p>Ideas are well developed and use specific, relevant details.</p> <p>Information is deliberately organized to enhance the central idea and move the reader through the text.</p> <p>Voice and word choice are powerful and confident, demonstrating an awareness of audience.</p> <p>Sentences flow smoothly with consistently strong and varied structure.</p> <p>Minor errors in grammar, spelling and conventions do not interfere with understanding.</p>	<p>Ideas are clearly developed with supporting details.</p> <p>Information is presented in a logical sequence with natural transitions.</p> <p>Voice and word choice are appropriate for topic and audience.</p> <p>Control over varied sentence construction contributes to sentence fluency.</p> <p>Errors in grammar, spelling and conventions do not interfere with understanding.</p>	<p>Ideas are unclear and/or underdeveloped; details lack relevance.</p> <p>Information is presented as a list or as disconnected ideas.</p> <p>Word choice is simplistic. Essay lacks voice and audience awareness.</p> <p>Awkward sentence construction demonstrates limited control and inhibits fluency.</p> <p>Errors in grammar, spelling and conventions may interfere with understanding.</p>	<p>A response is attempted, but writing lacks focus and details.</p> <p>Control of organization is limited.</p> <p>Word choice is limited or inaccurate with no awareness of audience.</p> <p>Sentence construction lacks control and fluency.</p> <p>Errors in grammar, spelling and conventions make understanding difficult.</p>	
<p>Organization</p> <p>Organization, the internal structure of an essay, includes the introduction, body, and conclusion. Additionally, transitions within the writing connect the ideas in a logical sequence.</p>					
<p>Voice</p> <p>Voice is the presence of the writer on the page. It is the sense that a real person who cares about the message is speaking to the reader.</p>					
<p>Word Choice</p> <p>Word Choice is the precise use of words. Strong word choice is characterized by the ability to use common words effectively.</p>					
<p>Sentence Fluency</p> <p>Effective sentence construction creates an easy flow and rhythm to the writing. The writing is free of word patterns that interfere with readability.</p>					
<p>Conventions</p> <p>Conventions (grammar and usage, spelling, punctuation, capitalization, and paragraphing) are the mechanical correctness of an essay.</p>					